DOCUMENT RESUME

ED 396 796 JC 960 423

AUTHOR Marrow, Alvin J.; McLaughlin, Jack
TITLE Community Collaboration: A Creative Partnership with Catonsville Community College.
PUB DATE 24 Jul 95
NOTE 12p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *College School Cooperation; Community Colleges; Cooperative Programs; *Corporate Support; *Education Work Relationship; *Job Training; *Partnerships in Education; Program Descriptions; *School Business Relationship; School Community Programs; Two Year Colleges; Work Experience Programs
IDENTIFIERS *Catonsville Community College MD

ABSTRACT

Catonsville Community College (CCC), in Maryland, has developed partnerships with business, industry, government, and other educational institutions to address the educational needs of the community. Programs established as a result of these partnerships include the following: (1) an automotive technology program sponsored by major automobile makers that provides students with new cars for training purposes, employment sponsorship, low tuition, paid cooperative experience, an associate degree, and high tech training; (2) designation by the AutoDesk company as an Authorized Training Center in computer-aided design, allowing CCC access to state of the art technology and providing annual upgrade training for faculty and credit and non-credit courses for students; (3) a school-to-work consortium with representatives from private industry and secondary and postsecondary institutions that focuses on encouraging high school students to continue their postsecondary education and providing them with a structured work experience; (4) an environmental technology education and training program with the Western School of Technology and Environmental Design, providing students interested in careers as environmental technicians with specialized training in environmental processes and technologies and workforce learning opportunities; and (5) dual and concurrent enrollment between CCC and the Baltimore County Public School system that enables high school students to enroll in community colleges during their junior and senior years. (TGI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 796

Community Collaboration:
A Creative Partnership with Catonsville Community College

Alvin J. Marrow
Jack McLaughlin

Catonsville Community College
Catonsville, Maryland

Paper presented at "Leadership 2000,"
the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (7th, San Francisco, CA, July 23-26, 1995).

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A. J. Marrow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 960 423

BEST COPY AVAILABLE

"COMMUNITY COLLABORATION: A CREATIVE PARTNERSHIP WITH CATONSVILLE COMMUNITY COLLEGE"
BY ALVIN J. MARROW AND JACK MCLAUGHLIN
LEADERSHIP 2000, SAN FRANCISCO, CALIFORNIA
JULY 24, 1995

INTRODUCTION

Catonsville Community College has a long history of community collaboration and building partnerships. Since 1957, Catonsville has worked with business, industry, government, and other institutions of education to address the educational needs of the community. Such programs as Automotive Technology, Computer Aided Design, the Maryland UPS School-To-Work, Environmental Science, and Dual Enrollment are representative of the Catonsville connection. They are the harbingers of the entrepreneurial spirit that community colleges must foster in the upcoming years.

BACKGROUND

Catonsville Community College is a publicly funded comprehensive community college drawing students from Baltimore County, its main service area, from Baltimore City, from other Maryland counties, from out of state, and from foreign countries. In fact, over thirty percent of the students attending Catonsville live outside the county and over 100 are international students. The college, whose operating budget is $34 million, has an enrollment of 24,000 plus credit and more than 35,000 non-credit students annually. To these students, the college offers a choice of 33 career-technical programs, 10 of which are statewide designated; 29 certificate programs; and 6 transfer programs. Catonsville is an institution known for its high-tech reputation with over 1800 computers on campus, an interactive video network for distance learning, and numerous high-tech laboratories for both credit and non-credit instruction. The college has 220 full-time faculty and over 450 part-time teaching faculty, all of whom are strongly committed to quality instruction. Catonsville is known nationally for its excellence; it is a proud partner with Essex and Dundalk in the newly formed system of the Community Colleges of Baltimore County.

AUTOMOTIVE TECHNOLOGY PROGRAM

One of Catonsville's best examples of community collaboration and partnership is its Automotive Technology program. How many community colleges have a fleet of new cars on campus? How many community colleges have brand new Lincolns, Cadillacs, and Toyotas parked in the college parking lot? Catonsville has over 50 new cars, all of them untitled, all without a license, and all available exclusively for student training. Yes, they come from Ford, General Motors, and Toyota; soon Chrysler will be sending New Yorkers and Intrepids to campus for the same purpose -- student training.

Since 1986 when Catonsville was designated by General Motors as one of GM's Specialized Automotive Training Centers, the college has been able to offer four of the best industry specific automotive technology programs in the nation. The programs, which are

BEST COPY AVAILABLE

certified by the National Automotive Technicians Education Foundation (NATEF), focus on both the novice and the person who is currently in an entry level position. Students may pursue an Associate of Applied Science degree in Automotive Technology, a particular certificate, or just some specific courses (Kolb 14).

At Catonsville, four major automobile companies sponsor students in the industry specific programs: General Motors, for instance, supports students through its Automotive Student Educational program, or ASEP; Ford through its Automotive Student Services Educational Training program, or ASSET; Toyota through its Toyota Technical Education Network program, or T-TEN; and Chrysler through its Chrysler Apprenticeship program, or CAP. Each of the programs requires students to attend Catonsville for eight weeks, coop at a dealership for eight weeks, and maintain continuous enrollment for 24 months. All four programs offer employment sponsorship, low tuition, paid cooperative experience in a dealership repair shop, a two-year Associate in Applied Science degree, and high-tech training (Automotive Technology 6-14).

How do the programs work? From a manufacturer's standpoint, the big automakers provide the high-tech equipment and instructional components, training manuals, instructional guides, audio visuals, student tests, and vehicles to support instruction. Since 1986, the manufacturers have donated over $2 million in equipment and materials to the college. They have also provided up-to-date training, at no cost to the college, for faculty who are responsible for instruction (Hayes 6).

From the dealership's standpoint, the local and regional dealers provide training experience for students in dealership repair shops and pay students a salary while working on the coop session. At the end of the 24 months, the dealerships gain a trained technician who is competent and understands the practices associated with the dealer's repair business. In fact, some of the dealerships will not hire new technicians unless they have been trained at the college (Hayes 6). Currently, there are 53 General Motors, 33 Ford, 22 Toyota, and 20 Chrysler dealerships in partnership with the college. Their locations extend across Maryland and into northern Virginia and southern Pennsylvania (Automotive Placement Map 1).

From the student's standpoint, he or she gains excellent training, using the latest high-tech equipment, works toward a college associate's degree, earns dollars while training during the coop period, and secures a permanent job upon graduation. Graduates, for instance, start out at a salary between $25,000 to $30,000 per year, an amount that is quite competitive for two-year degree holders. Some exceptional graduates do even better according to the college's employment follow-up surveys. One graduate of the 1989 class was making $49,000 a year later and is now earning in excess of $70,000 annually (Wolfe).

From the college's standpoint, the institution screens students for basic academic and technical skills, recruits and trains the best automotive instructors from education and industry, utilizes the most up-to-date high-tech equipment for its classes, provides dedicated classroom space for showcasing each of the manufacturer's programs, and most importantly, gains the reputation of excellence for automotive technology education nationally. Some examples of the

BEST COPY AVAILABLE

high-tech equipment donations include $50,000 engine analyzers, computers to measure exhaust emissions, and computers and distance learning equipment (satellite dishes) for technical updating connected to manufacturers in Detroit and elsewhere. Catonsville is truly a high-tech leader in automotive repair training (Hayes 6).

As an ancillary benefit, Catonsville's reputation for excellence has led to the establishment of non-credit training programs for technicians who need to upgrade their employment skills. The automotive manufacturers have selected Catonsville to provide training for technicians who must repair the high-tech vehicles of today. Each year the college trains over 5,000 students in its continuing education classes (Glenn 21).

Since the inception of the college-community-private industry partnership, Catonsville has graduated over 200 students with A.A.S. degrees, all of whom have been placed in dealerships or repair shops. This 100 percent placement rate is strong evidence that industry specific automotive programs are a win-win for students, the college, the dealerships, the manufacturers, and the community (Hayes 6).

COMPUTER AIDED DESIGN PROGRAM

Another of Catonsville's outstanding examples of community collaboration and partnership is the Computer Aided Design (CAD) program. Presently, Catonsville has three state-of-the-art CAD laboratories. These labs contain both 486 and pentium based systems running the latest releases of AutoCad, Intergraph, and other design software. Additionally, both credit and non-credit courses are offered using these facilities taking advantage of the same pool of full-time instructional faculty.

Since 1986 when Catonsville was designated by AutoDesk as one their Authorized Training Centers (ATCs), the college has been able to offer one of the best industry specific programs in the nation. Credit students may pursue an Associate of Applied Science degree in Computer Aided Design, a particular certificate, or just some specific courses. Non-credit students have a variety of courses to select from ranging in length of one day to one week and a variety of topics.

How does the partnership work? The software vendors provide the college with the latest releases at approximately 50 percent of the cost. They provide annual upgrade training to our faculty. They also provide their regional customers with information pertaining to Catonsville's training programs.

From the employer's standpoint, local and regional employers have access to close and relatively inexpensive training programs for their employees ranging from Introduction to AutoCAD to upgrade training on the latest release. Employer's have the option of enrolling their employees into general "open to the public" sections or, with a minimum of six employees, a customized section for their specific organization. This added benefit of tailoring the course to

BEST COPY AVAILABLE

the employer's needs also allows the instructors to introduce examples and procedures that are directly related to the students area of interest, thus greatly improving the learning process.

The student benefits from using the latest releases of software and state-of-the-art equipment, with the option of non-credit courses or working towards a college associate's degree. Through the shared faculty program non-credit students benefit by having full-time faculty providing the instruction, while credit students benefit from the "real world" examples faculty members bring back to the classroom.

The true success of this program is the partnership between software vendors and the college and the sharing of faculty between credit and non-credit courses. These two pieces working together make the program affordable to the college and local businesses, thus providing a much needed service to the regional community.

THE MARYLAND UPS SCHOOL-TO-WORK CONSORTIUM

Goals of the Partnership

This is one of Maryland's first partnerships created under the 1994 School-to-Work Opportunities Act. UPS, a Fortune 500 company, and the five participating colleges and local school systems have forged this unique partnership as a state and national model of a seamless education that bridges the gap between school, work, and post-secondary education.

The purpose of the partnership is to develop cooperative ties between the educational and economic communities so that strong instructional programs can better prepare students for career opportunities and the demands of a changing workplace. More specifically, it is designed to help keep students in school, encourage them to continue their post-secondary education, and provide them with a structured work experience.

The UPS Burtonville facility serves as a school-to-work site, combining part-time employment, community college coursework, and a tutorial service. While high school students earn $8.00 an hour they also earn, free of charge, up to nine community college credits in business related courses taught by community college faculty at the UPS site.

Linkages and Working Relationships

A consortium of representatives from secondary and post-secondary institutions, administrators, counselors, teachers, and private industry (UPS) met for over a year to develop the school-to-work partnership that would coincide with the national focus on school-to-work transition. Now that the program is underway, members continue to meet monthly to monitor program progress, jointly solve problems, and further define articulation needs between the high schools, community colleges and the workplace. The participating institutions include:

United Parcel Service

BEST COPY AVAILABLE

Anne Arundel Community College
Anne Arundel County Public Schools
Catonsville Community College
Baltimore County Public Schools
Howard Community College
Howard County Public Schools
Montgomery College
Montgomery County Public Schools
Prince George's Community College
Prince George's County Public Schools

All five local community colleges agreed to articulate credits from the courses across county boundaries without the usual red tape that students experience. Faculty members developed the first course, "Introduction to Business," and jointly identified the preferred textbook for the course based on content and reading level. The Maryland State Board of Education provided the funding for the faculty and staff members to construct the course objectives and syllabi.

The next two courses, "Elements of Supervision" and "Principles of Management," are being developed by the course instructors with efforts to incorporate UPS work experiences and workshops or seminars. Each class section follows the standard fifteen week semester and coincides with the semester schedules of local community colleges. While UPS provides the textbooks and maintains the on-site classroom, the expense of the instructor's salary is covered by the institution teaching the course. Instruction of the courses is rotated between the five local community colleges. Two instructors teach a class section and lend additional support to students when needed. Community college representatives and high school counselors assist students with registration from their home school. Recent graduates must pre-register at the participating institution of their choice.

Work experience coordinators, guidance counselors, and teachers work with the students at each high school to help ensure success with their college courses and work experience. A reading specialist, who attends all the UPS college classes, offers students assistance at the worksite and continually communicates with the local high schools to follow up on various student needs. Beginning this fall, all subsequent classes will have a third day, or lab day, built into the students' class schedule. This course adjustment is the consortium member's response to the observation that students who need additional assistance are reluctant to stay after a long day of class and work.

Absenteeism from work or college classes is monitored by the UPS coordinator who links the programs to the student's home. If a student is absent from work or class, the parent is called by the UPS coordinator. If this does not bring the student back to the classroom, contact is made with the high school principal and work experience coordinator.

The consortium jointly agreed upon a general profile for student selection:

BEST COPY AVAILABLE

Attendance:	As per Maryland School Performance Program (MSPP)
Academics:	2.0 GPA subject to review by a counselor and committee
Letter of Recommendation:	Principal, counselor, or supervisor

The consortium members added an additional selection criterion. Students will be selected for fall classes from those working at UPS the previous summer. It was generally felt that the students in the first class that were already working at UPS had a more successful experience. Others found it difficult to start a new job and a new course at the same time. Therefore, subsequent classes will be selected from the employed group of students. Work experience coordinators, counselors, and UPS employment officers will continue to recruit interested students for part-time work with options for becoming part of the UPS partnership program.

Students in the program must sign a "school-to-work" contract following the guidelines of current cooperative education and work-study formats. Contracts are signed by the student, parent or guardian, counselor, principal, and UPS. UPS makes the initial employment decision regarding each candidate and reserves final approval on entrance into the program until all parties have submitted appropriate documentation.

Results and Benefits

Students

Students, educators, and employers benefit from this partnership. Students have a part-time job with a reputable employer that gives them valuable workplace experience, a sense of responsibility, and the opportunity to learn valuable skills essential in a successful academic or business career. Students are provided with post-secondary educational opportunities and can complete high school and work part-time. Because students are also enrolled in a community college, they have the chance to find out what college is like before leaving high school, yet still have complete access to community college facilities, services, and activities. Students also have an opportunity to earn nine free college credits, advance to management and supervisory positions within their part-time work, earn a good salary with benefits, and have low interest student loans available to help with furthering their education. In addition students will find in the UPS experience:

* better preparation to face future workforce demands
* encouragement to seek higher standards of academic achievement,
* an opportunity to demonstrate and refine workplace skills necessary to be productive citizens,
* an opportunity to acquire the skills and higher education level that will enable them to move from entry level to management level positions, and
* an opportunity to develop a more clear and specific sense of career objectives and goals.

8 BEST COPY AVAILABLE

Educators

This partnership also offers the educational community a functional and successful model for making the school-to-work transition. Both the community colleges and local school systems have benefited by jointly looking at the transition needs of students in the UPS School-to-Work program. They have benefited by working together on curriculum and linking learning to the students work experiences and UPS seminars and programs. By combining classroom study and the reality of the workplace, the effectiveness and relevancy of classroom learning has been increased. Through the partnership, consortium educators have:

- found expanded alternatives for in-school curriculum and options for students,
- developed an avenue for private sector involvement and assistance in keeping curriculum up to date, and
- developed a strong and positive relationship with the local business community.

Business

Over the last few years, UPS has experienced increasing difficulty in finding qualified candidates for part-time employment with increasing staff needs. UPS realized that the involvement of business in the area of educational reform was necessary to ensure a better prepared workforce. UPS has benefited from the partnership and found:

- an active way to help integrate academic instruction with actual work and life experiences, and
  an environment to cultivate and nurture potential part-time supervisors and full-time management candidates.

CCC AND WESTERN SCHOOL OF TECHNOLOGY AND ENVIRONMENTAL SCIENCE COLLABORATIVE PROGRAM IN ENVIRONMENTAL TECHNOLOGY

Catonsville and Western School of Technology and Environmental Science has a long history of collaborative projects. Prior to 1993, when Western became a comprehensive county magnet school it was a regional "vo-tech" high school. Due to transportation problems many students were awarded a "related" math credit; as a result, many of those students that continued at CCC required remedial math work. In 1991 Catonsville assisted in the funding of a Math teacher for the purpose of integrating math into technical programs. This program was such a success that in 1992 a similar venture was initiated with an English teacher for the integration of oral and written communication skills into technical programs. One major project resulting from the Catonsville and Western collaboration is the joint development of the Environmental Technology program.

The Western School of Technology and Environmental Science and the Environment Project at Catonsville Community College have jointly developed an environmental technology education and training program. The mission of the program is to provide students interested in

9 BEST COPY AVAILABLE

careers as environmental technicians with a broad based education on environmental problems, specialized training in environmental processes and technologies, and workforce learning opportunities.

The program was initiated in early 1993 with an environmental technology Tech Scan. The goal of the Tech Scan, which was directed by an industry advisory board compromised of CEOs and upper level management from environmental companies, agencies and institutions across the state, was to explore curriculum development activities related to environmental technology. The Tech Scan was followed with a formal environmental technology curriculum development process known as a DACUM. The DACUM process identified skills, knowledge, tasks, and responsibilities for a number of environmental technician specializations.

Based on the results of the Tech Scan and DACUM, Western and Catonsville jointly entered into the development of an environmental Tech Prep program. The development highlights included the joint funding of an environmental technology faculty member for Western and the development of curriculum maps outlining the students course work from 9th grade through the Associates degree. The final outcomes from the project include a four year high school with experiential learning opportunities during the senior year and the implementation of an Associate of Applied Science degree program for Fall 1995.

Integrating school-to-work options has also been a major focus of the curriculum development. One such option is a School-to-Career pilot program developed with the assistance of EA Engineering, one of Maryland's largest environmental engineering services companies. The program provides students with a "hands-on" work experience with work site mentors.

Another benefit for the College from this collaboration is the use of Western's facilities. Western not only has excellent indoor facilities but the campus is being developed into a number of outdoor laboratories along with wetlands and arboretum.

DUAL AND CONCURRENT ENROLLMENT

Dual and Concurrent Enrollment are ventures between Catonsville and the Baltimore County Public School system that enables high school students to enroll in community college classes during their junior and senior years. Both initiatives are open to all students, however, Dual Enrollment's primary focus is on Tech Prep students.

Dual Enrollment is relatively new to Maryland and can be thought of as "reverse articulation." Students register for classes at Catonsville, and the class "articulates" back to the high school and counts towards their graduation. The advantages under this program are that the Dual Enrollment course counts towards high school and community college graduation, with both institutions receiving FTE for the student.

An option under Dual Enrollment is that college classes may be scheduled simultaneously with high school offerings. Those students wanting to gain college credit may register for

BEST COPY AVAILABLE

courses taught at the high school by trained adjunct faculty. All materials and tests are similar to those used on campus. This option is becoming popular in the Catonsville service area for Advanced Placement (AP) courses such as chemistry, biology, and physics..

Concurrent Enrollment has been around for over twenty years. It allows students who have satisfied either all or the majority of their high school requirements prior to graduation an opportunity to start college early.

CONCLUSION

The Automotive Technology, Computer Aided Design, Maryland UPS School-To-Work, Environmental Science, and Dual Enrollment programs are the avant garde for community college partnerships in the 21st century. They are the entrepreneurial approach and the collaborative connection to funding that are necessary to keep community colleges from following the path of the dinosaur. To illustrate my point, let me conclude with a short story:

> "Several million years ago, a group of dinosaurs were standing around chewing vegetation. One of them turned to his friend and said, 'Is it my imagination or is it getting colder?' The friend laughed and said, 'Hey, its just temporary. Have another leaf (author unknown)" (Automotive Technology 1).

Unfortunately, community colleges are rapidly running out of leaves! They must look for collaboration and partnerships within the community or they will surely face the same fate as the dinosaur.

BEST COPY AVAILABLE

Bibliography

"Automotive Placement Map." Catonsville Community College Automotive Technology Department (1995): 1.

"Automotive Technology" Catonsville Community College Automotive Technology Department (1995): 1-20.

Glenn, Ric. "Need Trained Technicians? This as An Answer...But You May Not Like It." The Nozzle (April, 1995): 21.

Hayes, Dianne Williams. "Automakers Seek Community College Partnerships to Fill Need for Skilled Workers." Community College Week (June 19, 1995): 6.

Kolb, Carol A. "Catonsville... Boundless Energy in Academia." Business Week (June 3, 1995): 12-14.

Wolfe, Terry. Personal interview. June 20, 1995.